



# 2019-2020 School Action Fund - Planning

COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

**Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

**July 1, 2019 to July 31, 2020**

☒ Pre-award costs are not permitted.

## Required Attachments

No attachments are required to be submitted with this application.

## Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

## Applicant Information

Organization **Fort Worth ISD - Van Zandt-Guinn ES** CDN **220905** Vendor ID **1-756001613-5** ESC **11** DUNS **073177776**  
Address **100 N. University Drive, SW 204** City **Fort Worth** ZIP **76107** Phone **817-814-2280**  
Primary Contact **Tracy Marshall** Email **tracy.marshall@fwisd.org** Phone **817.814.2283**  
Secondary Contact **Stephanie Pollard** Email **stephanie.pollard@fwisd.org** Phone **817.814.2288**

## Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Elsie Schiro**

Title **Chief Financial Officer**

Email **tracy.marshall@fwisd.org**

Phone **817.814.2283**

Signature

Date **4/25/19**

Grant Writer Name **Tracy Marshall**

Signature

Date **4/25/19**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is **not** an employee of the applicant organization.

Application stamp-in date and time

RECEIVED  
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27 APR - 6 PM 12:04  
DOCUMENT CONTROL CENTER

**Shared Services Arrangements****X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Attract and retain teachers, staff and leaders with a demonstrated ability to grow student academic performance in a large, urban school setting.	Reconstitute staff during planning period, recruit staff with a philosophical alignment to the FWISD Academy Model with a track record of student growth mindset. Use T-TESS and T-PSS for evaluating staff. Enhance partnership with Teaching Trust and IHE for professional learning. Provide SEL and restorative discipline training. Create high expectation for students, families and staff.
Improve student achievement for all students with a focus on improving early learning literacy rates so that all students are on grade level by third grade.	Increase reading lexile levels by 200 points, address gaps in Rtl, extended day strategies, differentiated instruction, small group guided reading, recruit families to enter children in Pre-K /child care centers, provide two-year data driven instructional model, use School Performance Framework for accountability.
Improve campus culture to address social emotional learning (SEL) needs of students and families living in poverty.	Address SEL with training and additional support through social workers, parent/ student contracts, houses with mentoring of older students with younger, school-wide respect agreements, school-wide discipline plan aligned to PBIS, teacher home visit program aligned to Stand for Children and PAT, after school support.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 1, 2020, FWISD will submit an implementation plan with support from a school action technical assistance provider that meets all of the statutory requirements to select a school action model to improve student academic outcomes of students for the school to improve from F to C by 2021.

Based on 2018 ratings and 2017 "modeled" ratings, the campus performance targets are the following:

Overall score from F (baseline) to C (school year 2020-2021)

Domain 2, best of Part A or Part B, from current to 80-84

School Performance Framework from Tier 5 to Tier 3.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Contract negotiated and signed with a School Action Technical Assistance Provider by October 1, 2019.

Assign Project Manager and develop detailed action plan and budget

Attend TEA orientation meetings

Complete fidelity of implementation revisions by October 15, 2019.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Provide for on-site access to FWISD and campus by TEA contractors  
 Continue commitment to Lone Star Governance Participation  
 Hold regular management and advisory grant meetings  
 Revise action plan and review amendment requirement  
 Collect and analyze data (ongoing)  
 Provide update to FWISD Leadership Team on progress  
 Begin process to reconstitute campus based on student growth indicators.

**Third-Quarter Benchmark**

Submit implementation plan to TEA in approved format by June 1, 2020  
 Expend at least 25% of budget of total award on a "matched school action technical assistance provider"  
 Hold hiring fair reception, finalize planning, PD  
 Screen candidates based on growth mindset, hire staff  
 Identify campus leadership for 2020-2021 school year  
 Retain high performers at campus  
 Hold family and community engagement meetings to communicate new model  
 Collect and analyze data (ongoing), establish performance contract  
 Finalize partnerships with MOU's and contracts.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Program evaluation for the newly developed schools will be coordinated through the Office of Innovation and Grant Compliance and Monitoring Department. Program administration meetings will be held to discuss documentation, data collection, and any challenges/unforeseen aspects to implementing project components. Recommendations and modification will be reported and discussed during all meetings to ensure both formative and summative feedback are provided. The following points of information will be assessed as part of the proposed project:

**Planning and implementation:** Curriculum development and collaboration between partners will be monitored through meeting minutes, agendas, and documentation of curriculum development. Patterns and trends will be reported to the advisory teams quarterly to identify successes as well as possible modifications to the process or implementation of product. Participatory involvement and Professional development activities will be reported quarterly to identify areas of success and challenge. **Classroom Observations:** Observations will be conducted to determine the extent to which grant activities are being implemented at the classroom level. Observations will be conducted by trained observers using a rubric and protocol with 85% or better inter-rater reliability. Randomly selected classrooms will be observed with the intent of getting a snapshot of best practices. Feedback will be reported quarterly to the advisory committee as data are available. **Staff Focus Groups:** Focus groups will be conducted to determine the link between data (student and campus level), its interpretation at the leadership level, and differentiation at the classroom level. These data will provide indicators for other data collections such as surveys. **Student Academic Measures:** STAAR, benchmark testing data will be collected to assess student academic achievement and growth, respectively. **Surveys:** Principal, teacher, and student surveys will be administered to assess perceptions of grant implementation, campus climate, professional development, and engagement. **District Data:** Student and teacher attendance, teacher experience and credentialing, student discipline referrals, and action steps will be collected and reported quarterly to the advisory committee as data is available.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.

☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.

☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.

☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.

☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.

☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.

☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.

☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.

☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.

☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.

☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.

☒ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.

☒ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

**Statutory Requirement**

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

FWISD Leadership Academy model is designed to accelerate transformation at schools that have consistently failed to meet performance standards. FWISD with assistance from a TAP proposes to establish an operating structure that can sustain high-quality practices at Van Zandt-Guinn (VZG) Elementary School, the only elementary school within FWISD identified as a Comprehensive School under federal accountability rules. VZG currently has an enrollment of 497 an increase of about 115 students or nearly a 25% increase since 2016 when a neighboring school closed and students transferred here. The percent of ED students also increased over this time from 90% to nearly 98% as many of the students transferred from a Section 8 apartment complex located across the street from the school that was closed. At VZG, 55.9 % of students are AA, 39.6% H, 2.8% W, and 1.6% are Two or More Races. 62% of the students are at risk and 24.9% are ELLs. Teacher turnover is historically high resulting in 32% of the teachers with fewer than 5 years of experience. The current principal has led the school for the last twelve years with more challenges recently managing a positive school climate and culture with the changing school population. The School Improvement Plan and our vision for VZG is to explore options to 1) prioritize strategic staffing policies that ensure instructional excellence; 2) leverage partnerships to deliver effective and efficient teacher pipeline management and professional development; 3) extend the time available for instruction and student engagement after school; 4) nurture a culture of high expectations, whole-child supports; and student leadership; and 5) conduct purposeful family engagement and communications. These five components are mutually reinforcing and, in combination, will result in accelerated student academic growth and positive, constructive relationships among all members of the school community.

2)

FWISD, through the leadership of the Office of Innovation and with guidance from the Federal Program Office staff, follows national and state best practices for use of school improvement funds and is a leader managing and monitoring the effective use of Title 1 – Part A funds. Campus leaders are regularly updated at principal meetings about recent changes to guidance, monitored at regular campus site visits on spending plans aligned with campus improvement plans, and participate in district-led professional learning offerings about the FWISD established Title 1 protocol, timeline, guidance and support for monitoring School Improvement Plans.

a)

The comprehensive needs assessment or SWOT analysis is the centerpiece of the planning process and is the driving force most impacting the school improvement plan. Using internal/external data assists the planning team in developing its vision of the future in a systematic effort to acquire an accurate, thorough picture of a campus. The comprehensive needs assessment identifies the educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, parent and community involvement and campus facilities. During the planning, this process will be enhanced for this campus leading to a more, effective school action model.

b)

Recently, the district has appointed highly qualified staff to the Office of Innovation to manage the transformation of school plans to include 5 components, modeled on the System of Great Schools: oversee the district's school development strategy, offer strategic school support, transform state-identified, Improvement Required campuses, expand school access, and offer new, high quality educational outcomes for students. TZ grant funding has helped to support district-charter authorizations, including a performance contract with Texas Wesleyan University to manage five FWISD Leadership Academy model campuses. The performance contract codifies the results if goals are not met.

3)

After going through the intensive process of determining a vision for the school, performing a thorough needs assessment, and understanding the characteristics of high-quality services, the School Action Fund core management team will be in a position to build the framework for a strong selection process. Each potential partner must provide a written proposal of his or her services, is then interviewed and evaluated based on an established rubric to be scored by the members of School Action Fund core management team. Based on the district's successful implementation of Texas Title 1 Priority Grants, Community Partnerships Grant and Transformation Zone Planning and Implementation grants and others, the district will recruit appropriate partners who are able to meet clearly articulated bid and project requirements and provide appropriate plans to meet timelines and milestones for implementation of the selected programs. We have completed a similar partnering process with high degree of success over the last two years. The Project Manager has experience in how to ensure a rigorous process with periodic evaluation. Payments to vendors are made in installments based on written agreements related to deliverables, milestones and expected outcomes.

**Statutory Requirement (Cont'd)**

4)

Based on positive evaluation findings, FWISD is committed to the sustainability of gains made through School Action Fund planning and implementation phases. In the past, the District has been successful in identifying funding sources to support sustainability of grant-funded projects. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards. Through grant management meetings, the Program Manager will facilitate project planning steps and review the consolidated resource planning document, a FWISD budgeting tool for leaders to review funds from multiple sources (Title 1, Local, Discretionary and local grants) and to then braid funds effectively and in compliance with grant restrictions and use of funds. The Grants Department will assist staff in ensuring proper documentation is maintained, prepare grant amendments and provide overall grant guidance including a monitoring timeline and project milestones. A core management team made of staff from Office of Innovation, school leadership, curriculum and instruction department, student support services, family engagement, and grants, will all support the alignment of federal, state and local resources to help carry out the activities with regular input from each area of expertise. We assure that state or local funds will not be decreased or diverted for other purposes merely because of the availability of these funds. We assure that program services and activities funded from this grant will be supplemental to existing services and activities. We agree to cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.

5)

FWISD will serve as the fiscal agent and will be responsible for operating the schools in alignment with the expected performance targets and with the autonomies to be determined during the exploratory planning phase. Options to consider that are included in the district-charter performance contract with Texas Wesleyan University and the Leadership Academies include autonomy over hiring and supervision, meetings and professional development, operating hours, curriculum, academic plan, as well as authority to determine the budget and select service providers and enter into service agreements.

In contrast, traditional district schools must comply with district procedures for school calendar, curriculum, and operations. They are also expected to comply with mandatory professional development decisions and accept forced staffing placements as necessary during times of transition.

6)

One of the evidence-based strategies that will be incorporated during the implementation phase of the School Action Model is the extension of the school day for a full eight hours. This extra time will be carefully leveraged as intervention time within our instructional model. Specifically, it is used for targeted reteach lessons and differentiated instruction. The school will deploy extra instructional capacity during this time – PK teachers and Teacher Assistants as well as instructors from enrichment classed may be reassigned to support small group instruction in core subjects. This strategy promotes small student-teacher ratios and enables more timely reteaching, reinforcement or extension of the TEKS.

Extra time to support intervention also helps ensure the fidelity of Responses to Intervention (RtI) procedures. FWISD requires each campus to have an RtI committee to review the following key elements:

- High-quality instruction and scientific, research-based, tiered interventions aligned with individual need;
- Frequent monitoring of progress to make results-based academic and/or behavioral decisions; and
- Application of student response data to important education decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies).

**TEA Program Requirements**

**TEA Program Requirement 1:** Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. **\*Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

**Select one school action model below:**

- ☐ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☒ Exploratory planning (type of model management does not apply)

**Select how model will be managed:**

- ☒ District-managed
- ☐ Partner-managed

**TEA Program Requirement 2:** Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

Not required for exploratory planning.

**TEA Program Requirements**

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

In 2017, FWISD piloted the Leadership Academy model with five struggling "Improvement Required" (IR) campuses: Como Elementary, John T. White Elementary, Maude I. Logan Elementary, Mitchell Boulevard Elementary and Forest Oak Middle School.

The Leadership Academy model includes high-achieving teachers and principals, specifically chosen for their record of accomplishment of significant growth with similar students and their willingness to engage in rigorous work. The Leadership Academies staff commits to instructional excellence, extended-day learning, social-emotional support for students and enhanced parent and community partnerships—tactics that have proven effective. In the first year of operations, all Leadership Academies came off the Texas Education Agency's IR list and demonstrated levels of student growth that placed them among the top half of campuses across the state. Recently, FWISD and Texas Wesleyan University announced an innovative five-year partnership to sustain the rising academic achievements of the District's five Leadership Academies. The agreement establishes the Leadership Academy Network, a first-of-its-kind initiative that leverages the resources of the both entities.

"We firmly believe that all students can succeed and thrive, given the right learning environment," said Fort Worth ISD Superintendent Kent P. Scribner. "Between the demonstrated successes of the Leadership Academy model and the institutional resources Texas Wesleyan will bring to these campuses, we expect strong results going forward as we prepare these students for college, career and community leadership."

With School Action Fund resources, we expect to take the best practices learned from the Leadership Academy campuses. With the support of the Office of Innovation, the School Action Fund Technical Assistance Provider and a dedicated Project Manager, we will enhance these strategies and activities through a thoughtful, yearlong planning process, while working with community stakeholders to identify outstanding partners to move the academic performance of students at Van Zandt-Guinn from F to C by 2021.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

Guided by the shared philosophies of the FWISD Strategic Plan, System of Great Schools, Transformation Zone Grant planning, and Lone Star Governance, the District's broader strategy and theory of action is:

If we recruit, retain, and develop great leaders in system of autonomy and accountability and take strategic school actions to increase access to quality options, we will then improve student outcomes.

Definition of a Great School in FWISD: A high quality school in FWISD successfully prepares all students to enter college or the work force, or both, armed with the academic, social and emotional skills required to survive and thrive in the modern world and to contribute to society through a life- long learning journey.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

FWISD's Superintendent, Kent Scribner and his leadership team are deeply committed to exploring compelling new solutions to improving outcomes for all students in the district. The Office of Innovation coordinates the Call for Quality Schools. David Saenz, Senior Innovation Officer, is skilled with instructional and program design. Dr. Susan Hernandez supports new school development strategy with experiences in school turnaround in large, urban districts.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

*If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.*

**5A: Assurances**

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Extra Duty for planning 60 staff x 5 days x 23/hr

55,200

Subs for Professional planning 40 teachers x 3 days x \$100/day

12,000

Fringe @ 12%

8,064

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

School Action Fund Technical Assistance Provider

75,000

Project Development Specialist and Evaluation for Grant Support

25,000

Professional Development for Planning Misc

35,000

**SUPPLIES AND MATERIALS (6300)**

Marketing and branding, t-shirts for houses, job fairs, teacher selection tool, teacher receptions

69,010

**OTHER OPERATING COSTS (6400)**

Travel to Site Visits 10 staff x 2 days x \$400/day

8,000

Travel to and from Austin TEA required events

4,000

**CAPITAL OUTLAY (6600)**

Total Direct Costs

291,274

Indirect Costs

8,726

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

300,000